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ABSTRACT

A new paradigm is proposed for thinking about educational software, based on a the mutual interaction of the perspectives of those concerned in the use of educational software: the student, the teacher, and the software designer. This rejects the usual checklist approach and leads instead to an approach to software selection closely associated with software use, emphasizing educational considerations such as classroom interaction, theories of learning, and curriculum issues. Chapters 1 and 2 cover issues in, and early approaches to, the discussion and selection of educational software. Chapters 3, 4, and 5 look in some detail at checklists for assessment. Chapter 6 describes and analyzes frameworks and paradigms that have been developed to assist in description and discussion. Chapter 7 introduces the new paradigm with its stress on intended use. Chapter 8 considers issues in the interaction of student and teacher, while chapter 9 considers interaction of student and software designer. Chapter 10 explores the interaction of teacher and designer. In chapter 11, the utility of the new paradigm for future software is explored, concluding with a look at the potential of the paradigm beyond software selection. The appendices contain forms and guidelines for various kinds of evaluation, selection criteria, and a CD-ROM checklist. (Contains 126 references.) (SLD)

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